

# Unit 5

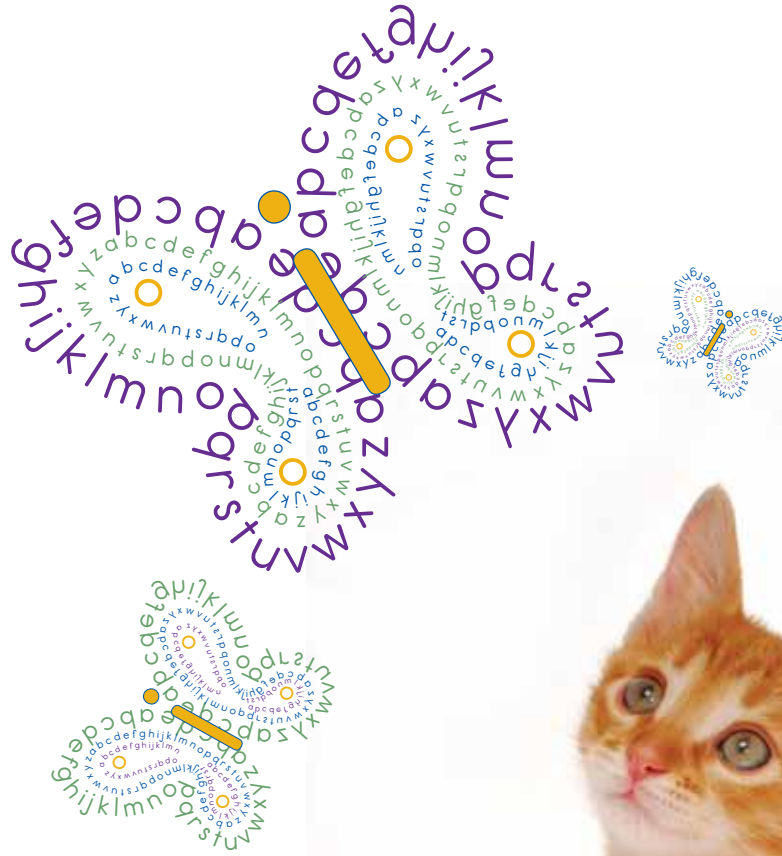
## Workbook

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1







# Unit 5

## Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®



Core Knowledge®

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# Unit 5

## Workbook

This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 5. Each worksheet is identified by the lesson number in which it is used. Some of the worksheets in this book do not include written instructions for students because the instructions would have contained undecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The Workbook is a student component, which means each student should have a Workbook.



**Dear Family Member,**

Today our class started Unit 5 of the Core Knowledge Language Arts program. The Reader for this unit is called *Kate's Book*. Your child will bring home stories you can read together about a young girl named Kate who spends a summer out west with her Nan. Remember that reading at home with your child is important for their success as a reader.

In addition, your child's spelling words for this week include a review of previously taught sound-spellings. As usual, there is one Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your child will benefit from practice reading and writing them.

1. horn
2. porch
3. short
4. park
5. barns
6. herd
7. verb
8. Tricky Word: said





fan	shark	chick	star	car
dog	horn	ship	spoon	hand

Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

1.

\_\_\_\_\_

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\_\_\_\_\_



2.

\_\_\_\_\_

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\_\_\_\_\_



3.

\_\_\_\_\_

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4.

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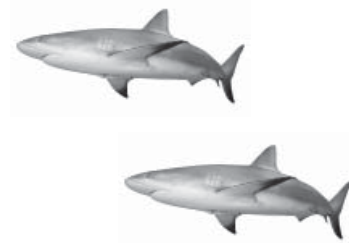


5.

\_\_\_\_\_

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\_\_\_\_\_



Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

fan	shark	chick	star	car
dog	horn	ship	spoon	hand

1.

\_\_\_\_\_

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\_\_\_\_\_



2.

\_\_\_\_\_

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\_\_\_\_\_



3.

\_\_\_\_\_

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\_\_\_\_\_



4.

\_\_\_\_\_

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\_\_\_\_\_



5.

\_\_\_\_\_

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\_\_\_\_\_



Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
sip	sipped	sipp·ing
slip		
drop		
clap		
stamp		
hop		
step		
jump		
lap		



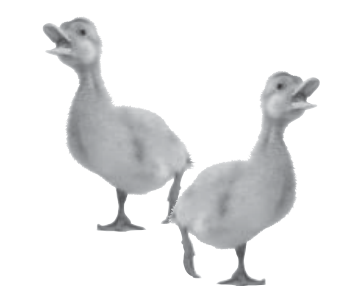
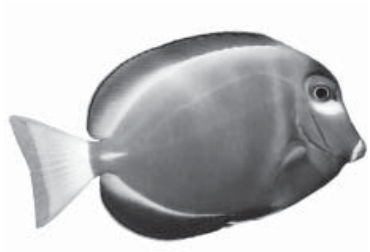


\_\_\_\_\_

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\_\_\_\_\_

*Directions: Have students look at each picture and label it using the plural or singular form.*



\_\_\_\_\_

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\_\_\_\_\_

*Directions: Have students look at each picture and label it using the plural or singular form.*



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

# A Letter from Kate

1. Who is Nan?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. Where did Kate spend her summ·er?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*

3. How old was Kate last summer?

- Kate was five.
- Kate was nine.
- Kate was ten.

Page \_\_\_\_\_

4. Kate said that . . .

- Nan made the art.
- Kate made the art.
- Kate's mom made the art.

Page \_\_\_\_\_

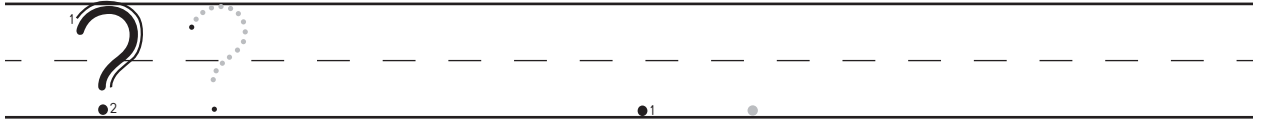


Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
nap	napped	napp·ing
scrub		
stub		
chip		
rob		
grab		
sob		
stop		
pump		
camp		



*Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.*



1. The rabb·it ran in·to its hole

\_\_\_\_\_

-----

\_\_\_\_\_

2. Where did your dad park his car

\_\_\_\_\_

-----

\_\_\_\_\_

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

3. I add·ed pepp·er to the dish

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

4. Who add·ed pepp·er to the dish

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

5. Jen scrubbed the tub  . ? or .

6. What happ·ened  ? or .

7. Who has a cab·in out west  ? or .

8. Kate went to vis·it her Nan  ? or .

9. Kate made a book  ? or .

10. Who made the art in Kate's book  ? or .



### Dear Family Member,

Below is the first story your child has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined in gray, and multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units. Some of the words have been omitted in the version below. Please have your child fill in the blanks using the words from the word box.

After filling in the blanks, ask if your child has any ideas about what fun things Kate may have done with Nan over the summer.

like  
summ·er

art·ist  
bor·ing

sad  
book

Skipp·er  
art

### A Lett·er from Kate

I'm Kate \_\_\_\_\_, and this is my book!

This book tells what I did last \_\_\_\_\_ when I was nine. My mom and dad took me to vis·it with my Nan. Nan is my mom's mom. She is an \_\_\_\_\_, and she has a cab·in out in the West.

At the start of my time with Nan, I was sad. It seemed like it would be a \_\_\_\_\_ summ·er. But in the end I had a lot of fun.

I made this \_\_\_\_\_ to tell you all the fun stuff I did last summ·er. When I fin·ished it, Nan made the \_\_\_\_\_. You have the book we made in your hands. I hope you \_\_\_\_\_ it!

*Kate Skipp·er*





# In the Cave

1. What is the land Kate sees out West like?
  - It is green.
  - It has lots of trees.
  - It has hills and red rocks.

Page \_\_\_\_\_

2. What was it that Kate and Nan found in the cave?
  - Nan and Kate found a coin.
  - Nan and Kate found a critt-er.
  - Nan and Kate found a rock.

Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*

3. What could the coin be made of?

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

4. What did Nan tell Kate they should do with the coin?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_





Sort the words by their spellings for /k/.

cat	king	black	car	skin	book
class	truck	attic	fact	like	quack

/k/ → 'c'

cat

/k/ → 'k'

king

/k/ → 'ck'

black



# Spelling Test

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

4.

\_\_\_\_\_

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\_\_\_\_\_

5.

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\_\_\_\_\_

6.

\_\_\_\_\_

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\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_

8.

\_\_\_\_\_

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\_\_\_\_\_



Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
dab	dabbed	dabb·ing
sip		
ram		
shout		
pound		
look		
duck		
dash		
pop		
mash		
trip		
lick		



*Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.*

1. jim likes to splash in the pool in the summ·er

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. which book do you like best

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. would you like one scoop or two scoops

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Add . or ? on the lines.

1. The jogg·er ran up the hill     

2. How late did he get home     

3. My sis·ter hugged me for a long time     

4. Where are my slipp·ers     

5. When did you take a hike in the for·est



## Spelling Words Lesson 6



1. chips
2. much
3. catch
4. fetch
5. marsh
6. shine
7. flash
8. Tricky Word: how



/ch/

tch  
itch

ch  
chin



kitch·en

chips

scratch

chin

which

catch

1. \_\_\_\_\_ book is it?

2. Dan cooks food in the \_\_\_\_\_.

3. Do not \_\_\_\_\_ the bug bite!

4. I bumped my \_\_\_\_\_.

5. She likes \_\_\_\_\_ for a snack.

6. Can you \_\_\_\_\_ this?

Directions: Have students complete the sentences with the words from the box.



1. nan drove us to the coin shop

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

2. are there a lot of coins in that cave

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

3. jack said that he could sell the coin

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

*Directions: Have students copy the sentences on the lines using correct punctuation.*





# The Coin Shop

1. What is the coin that Kate found made of?

- The coin is made of copp·er.
- The coin is made of sil·ver.
- The coin is made of steel.

Page \_\_\_\_\_

2. What sort of coin is it?

- It is a **Dutch** coin.
- It is a Brit·ish coin.
- It is a Span·ish coin.

Page \_\_\_\_\_

3. Jack said the coin was mint·ed ...

- in the six·teen hun·dreds.
- in the nine·teen hun·dreds.
- last summ·er.

Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*



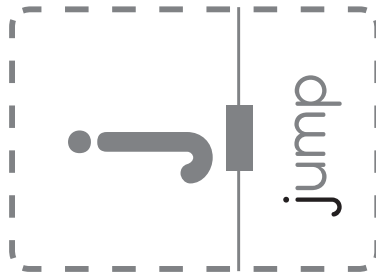
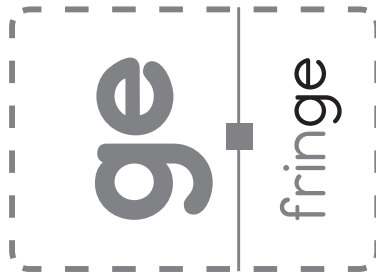


**Dear Family Member,**

Your child has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/. The words below contain these spellings. Ask your child to cut out the word cards. Show the cards to your child to read aloud and use in a sentence. Your child can sort the words into piles according to which spelling is used for /ch/. There are also Tricky Words which are marked with an \*.

kitch·en	catch·er	chips	sh <u>ou</u> ld*
stretch	chin	batch	stitch·es
hatch	march	h <u>ow</u> *	fetch <u>e</u> d
much	be· <u>ca</u> use*	scr <u>atch</u> ·ing	chant







# You Never Can Tell

1. Nan said Kate had to sell the coin.  
 yes  
 no
  
2. Kate did sell the coin.  
 yes  
 no
  
3. Kate and Nan think that a robber could have hidden the coin in the cave.  
 yes  
 no
  
4. Things that are rare cost a lot.  
 yes  
 no

*Directions: Have students reread the story and choose the correct answer.*

5. Is Kate glad that she found the coin? Why or why not?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing or illustration.

Handwriting practice lines consisting of one set of three horizontal lines (top solid, middle dashed, bottom solid).

*Directions: In the box, have students illustrate a part of the story and write a caption below.*





## Dear Family Member,

This is a story from the Reader *Kate's Book*. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## The Coin Shop

Nan drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Jack.

"Jack," Nan said, "this is Kate Skipp·er. I'm Kate's nan. She's out here for the summ·er. We went for a hike, and Kate found a coin in a cave."

"Well, Miss Skipp·er," Jack said, "let's have a look at it!"

I hand·ed him the coin.

Jack set it un·der a look·ing glass and switch·ed on a lamp. "Let's see," he said. "It's got some scratch·es on it. But I can tell that it's a Span·ish coin. It's made of sil·ver, too."

"When was it made?" asked Nan.

"There's no date on the coin," said Jack. "But I'll bet it dates back to the six·teen hun·dreds. The Span·ish mint·ed a big batch of coins like this one back then."



“Goodness!” said Nan.

“Is that a long time back in the past?” I asked.

“Yes,” said Jack. “Let me run and **fetch** my book on Spanish coins.”

When Jack came back, he said, “There’s just one thing I need you to tell me, Miss Skipper.”

“What’s that?” I asked.

“Are there a lot of coins like this one in that cave?”

“No,” I said, “we found just this one.”

“That’s a shame,” Jack said.

“Why?” I asked.

“If there were a lot of coins, you and your Nan would be rich!” said Jack. “I could sell a coin like this for three hundred bucks!”

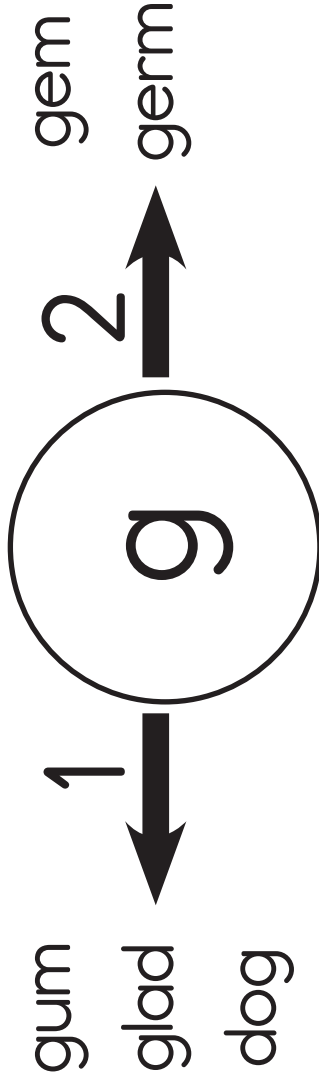
“Three hundred bucks?” said Nan.

Jack nodded.

“Yipp-ee!” I shouted. “I’m rich!”



Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. A cat is larg <u>e</u> r than a rat.		larg <u>e</u> r
2. We have two arms and two leg <u>s</u> .		
3. Can g <u>e</u> rms make you sick?		
4. I'd rath <u>e</u> r ride my bike than jog <u>s</u> .		
5. There are plants in the gar <u>d</u> en.		



# The Offer

1. What was Jack's offer?
- His offer was to take the coin.
  - His offer was to take Nan and Kate camping.
  - His offer was to make dinner.

Page \_\_\_\_\_

2. To Kate, camping sounds like . . .
- fun.
  - it would be boring.
  - a hard time.

Page \_\_\_\_\_

*Directions: Have students read the story and answer the questions.*



**Dear Family Member,**

Your child has been learning about how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For *books*, for example, the 's' makes a /s/ sound, whereas the word *dogs* has the buzzy /z/ sound. Below are a number of words your child should change to the plural form. Ask your child to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your child that when a word ends in 'sh', 'ch', 's', and 'x', we add 'es' to change it to the plural form.



one book	five <u>books</u>
one splash	three _____
one <b>match</b>	nine _____
one fox	ten _____
one dog	five _____
one chimp	<u>two</u> _____
one dish	nine _____
one box	three _____
one buck	ten _____
one spoon	<u>two</u> _____





# Spelling Test

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

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\_\_\_\_\_

4.

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\_\_\_\_\_

5.

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\_\_\_\_\_

6.

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\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_

8.

\_\_\_\_\_

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\_\_\_\_\_



# The Campsite

1. Jack picked Kate and Nan up in his . . .

- car.
- cab.
- truck.

Page \_\_\_\_\_

2. The Badlands are good for . . .

- camp·ing.
- farm·ing.
- swimm·ing.

Page \_\_\_\_\_

3. What did Kate un·pack at the camp·site?

- She un·packed sleep·ing bags and tents.
- She un·packed tents and games.
- She un·packed sleeping bags and games.

Page \_\_\_\_\_

*Directions: Have students read the story and answer the questions.*



**Dear Family Member,**

Our class has been continuing to read and write two-syllable words. Your child may find it helpful to practice writing and remembering the spelling words syllable by syllable. The spelling words this week all have the /j/ sound. The /j/ sound can be written with the spellings 'j', 'g', and 'ge'.



## Spelling Words Lesson 11

1. jumping
2. jars
3. germ
4. gem
5. charged
6. fringe
7. magic
8. Tricky Word: your



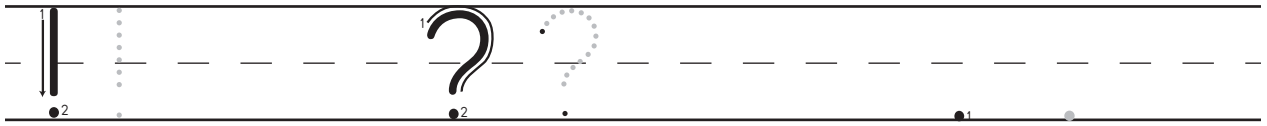


Can you see the spelling pattern? Fill in the chart.

<b>Root Word</b>	<b>-er Word</b>	<b>-est Word</b>
wet	wett·er	wett·est
hot		
short		
fit		
round		



*Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.*



1. nan, what is that

\_\_\_\_\_

-----

\_\_\_\_\_

2. that sounds like fun

\_\_\_\_\_

-----

\_\_\_\_\_

3. what sort of coin is it

\_\_\_\_\_

-----

\_\_\_\_\_

4. it is a Span·ish coin

\_\_\_\_\_

-----

\_\_\_\_\_

5. when was the coin made

---

---

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---

---

6. the coin is from the six·teen hun·dreds

---

---

---

---

---

7. “Yippee ” I shout·ed.

---

---

---

---

---

8. I am rich

---

---


---

---

---

**Dear Family Member,**

Your child has been learning to read words with the spellings 'tch' as in *catch* and 'ge' as in *merge*. Have your child cut out the word cards. Show the cards to your child, and have your child read them and use them in a sentence. Ask your child to copy the words onto a sheet of paper. You may also read the words out loud and have your child write the words down, one sound at a time. Please keep the cards for future practice.



catch	large	bulge
hatch	barge	kitch·en
charge	plunge	scratch
merge	itch	ketch·up





Can you see the spelling pattern? Fill in the chart.

<b>Root Word</b>	<b><i>-er</i> Word</b>	<b><i>-est</i> Word</b>
mad	madd·er	madd·est
sad		
hard		
red		
loud		

# Jack's Tale

1. What did Jack do af·ter dinn·er?
- Jack went to bed af·ter dinn·er.
  - Jack shared a tale af·ter dinn·er.
  - Jack went home af·ter dinn·er.

Page \_\_\_\_\_

2. Who was Bart?
- Bart was a robb·er who took hors·es.
  - Bart was a robb·er who took cars.
  - Bart was a robb·er who robbed the stage·coach.

Page \_\_\_\_\_

3. What sort of mann·ers did Bart have?
- Bart had bad mann·ers.
  - Bart had so-so mann·ers.
  - Bart had good mann·ers.

Page \_\_\_\_\_

Directions: Have students reread the story and answer the questions.

4. What is a strong-box?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page \_\_\_\_\_

5. What happened to Bart after he was nabbed?

Handwriting practice lines for question 5, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page \_\_\_\_\_



**Dear Family Member,**

Your child has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/ and the spelling alternatives 'j' (*jump*), 'g' (*germ*), and 'ge' (*large*) for the sound /j/. The words below contain these spellings. Ask your child to cut out the word cards. Show the cards to your child, and have your child read them. Extension: Have your child sort the words into piles according to which spellings are used for the sounds /ch/ and /j/.



chase	hinge	germ
match	snatch	pitch
switch	jaw	much
gem	lunge	jack·et

A small icon of a pair of scissors in the top right corner of the grid, indicating where to cut out the word cards.



muff·ins

gin·ger

af·ter

stage·coach

off

leg·end

traff·ic

match·es

1. Will you munch on \_\_\_\_\_ snaps  
af·ter dinn·er?

2. We were late be·cause of \_\_\_\_\_.

3. James made \_\_\_\_\_  
to share with his pals.

4. I can go to·day \_\_\_\_\_ class.

muff·ins

gin·ger

af·ter

stage·coach

off

leg·end

traff·ic

match·es

5. Out·laws robbed the \_\_\_\_\_

-----

6. I must get \_\_\_\_\_ the bus!

7. Nan shared a \_\_\_\_\_ with us.

8. Do you need \_\_\_\_\_  
for the fire?

*Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own questions, exclamations, and statements.*

1. The kitt·en sleeps

2. I can't sleep because my bug bites itch

3. Will the chicks hatch soon

4. Do not yell

5. Roger can cook

6. \_\_\_\_\_ ?

7. \_\_\_\_\_ !

8. \_\_\_\_\_ .



# The Visit

Fill in the \_\_\_\_\_ with words from the box.

tree

pots and pans

~~pack~~

tents

lan·tern

1. They stuffed the food in·to a large

pack

2. They kept the food pack up in a

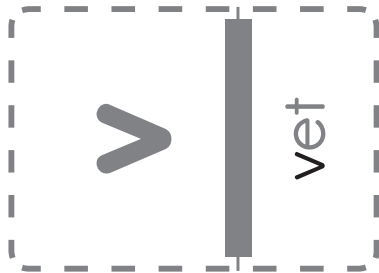
3. They all went to sleep in their

4. The loud clatt·er of \_\_\_\_\_  
\_\_\_\_\_ woke them up.

5. To see in the dark, they used a









verbs	van	serve	riv·er
twelve	vote	nev·er	vet

1. Run and jump are \_\_\_\_\_.

2. When I was \_\_\_\_\_, I went to camp.

3. She will \_\_\_\_\_ you a big snack.

4. We took the dog to the \_\_\_\_\_.

*Directions: Have students complete the sentences with the words from the box.*

verbs	van	serve	riv·er
twelve	vote	nev·er	vet

5. I went swimm·ing in the

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\_\_\_\_\_.

6. You \_\_\_\_\_ can tell!

7. Will you \_\_\_\_\_ for me?

8. Can we drive to the park in the

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\_\_\_\_\_ ?

Directions: Have students complete the sentences with the words from the box.

# The Hike

1. When did Max and Kate dig up the bone?
- Max and Kate dug up the bone in the morn·ing.
  - Max and Kate dug up the bone af·ter lunch.
  - Max and Kate dug up the bone af·ter dinn·er.

Page \_\_\_\_\_

2. What did Max and Kate use to dig out the bone?
- Max and Kate used forks.
  - Max and Kate used spoons.
  - Max and Kate used hamm·ers.

Page \_\_\_\_\_

3. How long was the bone?
- The bone was one foot long.
  - The bone was two feet long.
  - The bone was three feet long.

Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*





## Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

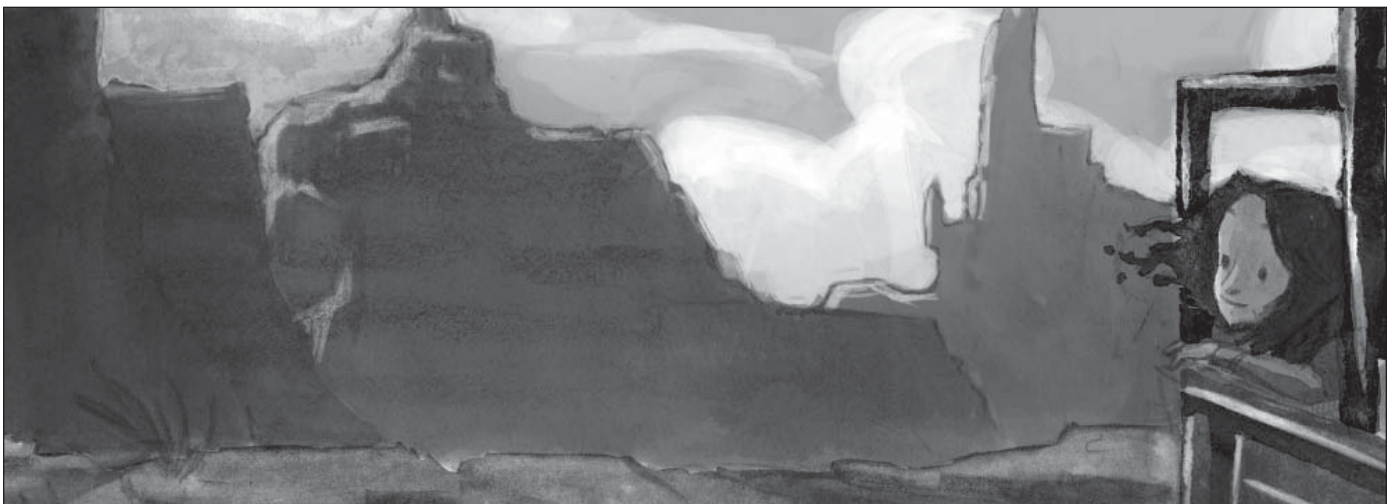
Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## The Campsite

Jack came and picked us up in his truck. We drove to a camp·site in the Bad·lands.

“Nan,” I said, “what’s up with that name—the Bad·lands?”

“Well,” said Nan, “leg·end has it that a long time back, farm·ers came out here looking for farm·land. When they saw all of the rocks and sand and stone, they said, ‘This is bad land! We can’t plant crops here!’ And the name Bad·lands just sort of stuck.”



“It’s bad land for farming,” said Jack. “But it’s good land for camping!”

When we got to the campsite, we had to unpack sleeping bags, tents, lanterns, **match**es, and lots of food. We lugged it all to the campsite.

Jack chose a spot to set up camp. Max and I helped set up the tents. It took us a long time.

For dinner we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black because I left it in there too long. Max gave me one of his.

That was when I said to myself, “Max is OK!”





# Spelling Test

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# The Best Book Ever

The best book ev·er is called *The Green Fern Zoo*. In the book, a zoo keep·er named Vern takes chil·dren in to see the zoo and meet all of the critt·ers. I like this book a lot be·cause Vern tells lots of fun facts that des·cribe all of the critt·ers. The snap·shots are fan·tas·tic be·cause they make you feel like you are in the zoo and close to the critt·ers. You should pick up *The Green Fern Zoo* be·cause it is a book you will not for·get!



**Dear Family Member,**

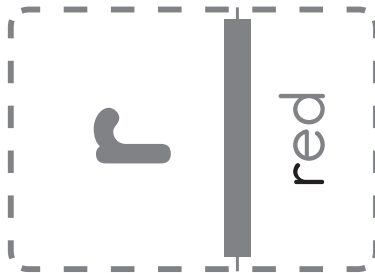
Our class has been reading stories from *Kate's Book*. Your child can tell you about the adventures Kate has been having with Nan and their friends Jack and Max. Remember that reading at home with your child is important for their success as a reader.

The spelling words for this week contain the /t/, /d/, and /f/ sounds. Your child can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

## Spelling Words Lesson 16

1. trucker
2. kitten
3. parked
4. duck
5. add
6. planned
7. offer
8. Tricky Word: was









Directions: Have students read the sentence and circle the spellings that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs.

The box had red wrapping on it. (2)

red wrapping

1. I like to visit the reptile room. (2)

\_\_\_\_\_

2. They wrapped my cast in the wrong fabric. (3)

\_\_\_\_\_

3. I got a ride up the ramp. (2)

\_\_\_\_\_

4. My name is written in the book. (1)

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5. I took a long trip with my pal Rex. (2)

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6. We hiked on the red rocks. (2)

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7. I am not wrong! (1)

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8. Do not wreck the room! (2)

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## Take a Stand and Tell Why (Plan)

Take a Stand on <i>Kate's Book</i>	
Describe <i>Kate's Book</i>	
Tell Why #1	
Tell Why #2	
End with a Zinger	







# The Bone Man

1. Who is Ron Fitch?

- Ron Fitch is a pal of Nan's.
- Ron Fitch is an expert on coins.
- Ron Fitch is an expert on bones.

Page \_\_\_\_\_

2. What did Max tell Kate a T. rex is?

- The T. rex is the biggest and fastest insect of all time.
- The T. rex is the coolest, biggest reptile of all time.
- The T. rex is the biggest and fastest dog of all time.

Page \_\_\_\_\_

3. Which word is the noun in “the coolest, biggest reptile”?

\_\_\_\_\_

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\_\_\_\_\_

Directions: Have students reread the story and answer the questions.





Name \_\_\_\_\_

17.4

Dear Family Member,

Please have your child complete the sentences with the words from the box.



morn·ing	bigg·est	stretch·ed	kitch·en
scratch·ing	large	rocks	batch

1. Out West there are hills and red

\_\_\_\_\_  
-----  
\_\_\_\_\_.

2. We went for a hike in the \_\_\_\_\_.

3. We dug up a \_\_\_\_\_ bone that  
was three feet long.

4. It was the \_\_\_\_\_ bone I had  
ev·er seen!

morn·ing

bigg·est

stretch**ed**

kitch·en

scr**atch**·ing

large

rocks

batch

5. I can't stop \_\_\_\_\_  
my bug bite!

6. Is Dad cooking in the \_\_\_\_\_ ?

7. I made a big \_\_\_\_\_ of  
sweets!

8. I \_\_\_\_\_ out my arms  
to get the book.

## Check the Draft Step by Step

Step	Check?
Check that the date is there.	
Check that “ <u>Dear</u> Kate” is there.	
Check that you took a stand on <i>Kate’s Book</i> .	
Check that you des·cribed <i>Kate’s Book</i> .	
Did you Tell <u>Why</u> #1 with <u>be·cause</u> ?	
Did you Tell <u>Why</u> #2 with <u>be·cause</u> ?	
Check that you end·ed the lett·er with a zing·er.	
Check that you closed the lett·er and gave your name.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	





## Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## The Visit

After telling us the tale, Jack said, "It's time to pack up the food."

We stuffed the food into a **large** pack with a rope on it. Jack tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off of the ground.

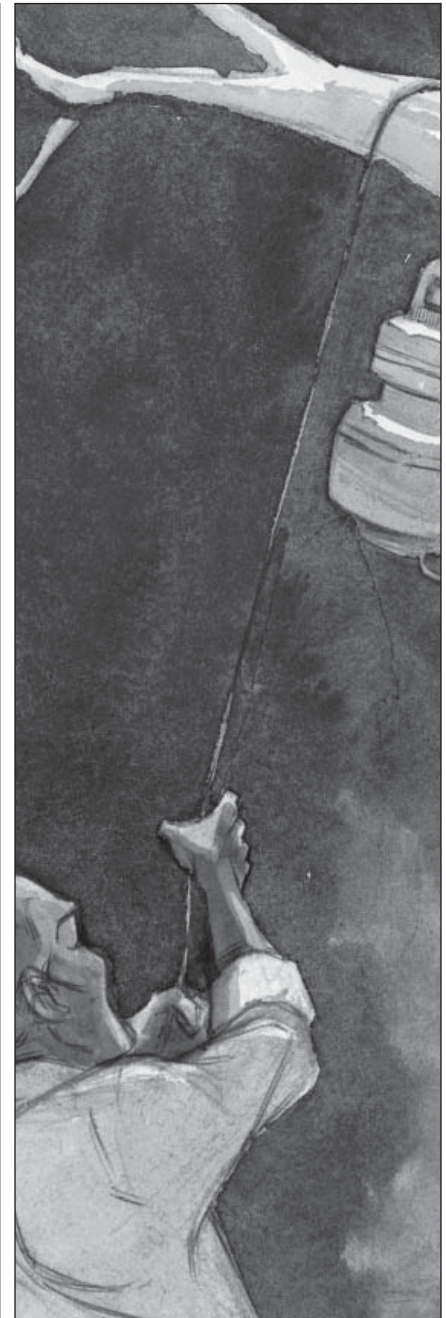
"Paw-paw," said Max, "why do we have to keep the food up in the tree?"

"Be·cause it will keep the food safe from foxes and raccoons that would like to snack on it," Jack said.

After that, we crawled into the tents, flipped off our lanterns, and went to sleep.

Nan and I slept well until a loud clatter outside woke us up.

"What was that?" I asked.



“I can’t tell,” said Nan, as she hugged me close to her.

Jack ran outside with his lantern and yelled, “Get out of here! Scram! Get lost!”

When we went out, we saw Jack and Max standing there. Jack had his lantern.

“Jack,” Nan asked, “who came to visit?”

“I did not see it,” said Jack, “but I’m betting it was a fox who was looking for some scraps of food. He bumped in to the pots and pans. The clatter of the pots and pans must have scared him off.”

“Is that why we hoisted the food pack up in the tree?” Max asked.

“That’s why!” said Jack.



Sort the words by their spellings for /l/.

long	like	large
<b>solve</b>	all	smell
look	<b>sleeve</b>	well
still	<b>latch</b>	skill

/l/ → 'l'

/l/ → 'll'

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# Spelling Test

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# Two Good Things and One Bad Thing

1. What sort of bone did Max and Kate dig up?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

2. Why can't Max and Kate keep the bone?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*





## Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## The Hike

The next morn·ing, we went on a hike. Af·ter a bit, we stopped for lunch.

When Max fin·ished his lunch, he asked, "Can Kate and I look for rocks?"

Jack said OK.

"Kate," Max said to me, "bring your fork. We can use it to dig up rocks."

I grabbed my fork, and we went off to look for rocks.

Max point·ed at a bump on the side of a cliff and said, "Let's dig that rock out!"

The rock did not look all that larg·e. But when we start·ed dig·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Max said, "Gee! It must be two feet long! We need to keep scratch·ing in or·der to car·ve it out of the side of the cliff."



We went on **scratching** with our forks.

“Let’s tug on it!” Max said “I bet we can get it out by **ourselves**.”

We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Max and I fell **down**.

Once the dust and sand had drift-ed off, I saw Max stand-ing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the bigg-est bone I had ev-er seen. It was three feet long!

Jack and Nan came runn-ing.

“Good-ness!” said Nan. “That is one **large** bone! Where did you get it?”

Max point-ed to the spot where we found it.

Jack set the bone on the ground. Then he took a pic-ture of the bone and said, “We need to get an ex-pert to look at this bone and tell us what sort of bone it is.”



Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We \_\_\_\_\_ the food  
(hoist·ed, plant·ed)  
up the tree.

2. I flipped off my \_\_\_\_\_  
(lett·er, lan·tern)  
and went to sleep.

3. She was \_\_\_\_\_  
(scrat**ch**·ing, stuff·ing)  
a large **bug** bite.

4. Jack made Nan and Kate an  
\_\_\_\_\_ to take them  
(clatt·er, off·er)  
camp·ing.

*Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.*

5. Jack had \_\_\_\_\_  
(**match**·es, mag·ic)  
for the fire.

6. The \_\_\_\_\_ robbed  
(**g**ents, out·laws)  
the **stage**·coach!

7. They nabbed Bart \_\_\_\_\_  
(af·ter, to·day)  
a long hunt.

8. In the end, Bart shaped up and was  
\_\_\_\_\_ with crime.  
(start·ing, fin·ished)



# The Big Dig

1. In order to get the bones out, the diggers have to ...
- blast a hole into the cliff.
  - get bigger tools soon.
  - cut the cliff up into large blocks of rock.

Page \_\_\_\_\_

2. How will the plaster keep the bones safe?

\_\_\_\_\_

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Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*





**Dear Family Member,**

Your child has been learning to read words with the spellings 'v' (*van*) and 've' (*twelve*) for the sound /v/, and the spellings 'r' (*red*) and 'wr' (*wrist*) for the sound /r/. The words below contain these spellings. Ask your child to cut out the word cards. Show the cards to your child, and have your child read them. Extension: Have your child sort the words into piles according to which spelling is used for the sounds /v/ and /r/.

I've	vet	shelves
vast	wrist	wrong
crisp	sleeves	wrap
rich	write	twelve



1. switch swap swim swish

2. cash catch cans caps

3. stretch such straps stitch

4. hem germ gem chin

5. gin·ger gen·der gin·seng grates

6. ditch dig·it date digs

7. plunge lunge pluck plug

8. shall·ot    chipp·er    chall·enge    champ

9. lunge    large    lake    lunch

10. sops    solve    sipped    sol·vent

11. carve    cave    calves    can't

12. twin    dwell    teen    twelve

13. ride    write    rip    ripe

14. wrap    rant    lap    rag

15. wring    rig    wrist    ramp

*Directions: In Part I, have students circle the noun(s) and underline the verb with a squiggly line. In Part II, have students write a question mark, exclamation point, or a period to complete the sentence. In Part III, have students add an adjective and/or a location in order to expand the sentences. In Part IV, students should write the plural form of each noun and also the past tense and -ing form of each verb.*

**Part I:**

Max digs.

1. Kate swims.
2. Frogs hop.
3. The dog barks.
4. Jane ate a hot dog.
5. Those children run fast.

**Part II:**

Why is it cold

1. Do you like to shoot baskets
2. I can **write** my name
3. Can your dog **fetch** sticks
4. When is dinner
5. **Catch** it

**Part III:**

1. My sis·ter runs.

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2. Gran bakes.

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3. **Gin·ger** helps.

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4. The dogs dig.

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5. Max sings.

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**Part IV:**

One paw, five paws

1. One box, three \_\_\_\_\_

2. One **wrist**, five \_\_\_\_\_

3. One **gem**, nine \_\_\_\_\_

4. One **stitch**, ten \_\_\_\_\_

5. One kiss, three \_\_\_\_\_

Root word	<i>-ed</i>	<i>-ing</i>
jump	jumped	jumping
rub		
pop		
hunt		
nap		







Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

tch

match

g

germ

ge

large

Handwriting practice lines consisting of three horizontal lines (top, middle dashed, bottom) for each row of letters.

ich

ich

match

o

o

oerm

oe

oe

oer

Name \_\_\_\_\_

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

ve

ve

carve

wr

wr

write

l

l

spell



*Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.*

1. **gem**

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2. **shelves**

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3. **pitch·er**

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4. **wrecks**

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5. **bulge**

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6. **carve**

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7. **merge**

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8. **wrapp·er**

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9. sleeves

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10. filled

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11. scatt·er

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12. itch

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13. serve

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14. larg·er

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15. germs

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16. blubb·er

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Directions: Have students color the boxes that contain words that have 'g' sounded /g/ as in got in one color and the boxes that contain words that have 'j' sounded /j/ as in gem in another color.

gent·ler	glad	grin
leg·end	gift	germ
mag·ic	gem	gin·ger
glass·es	grilled	gar·lic

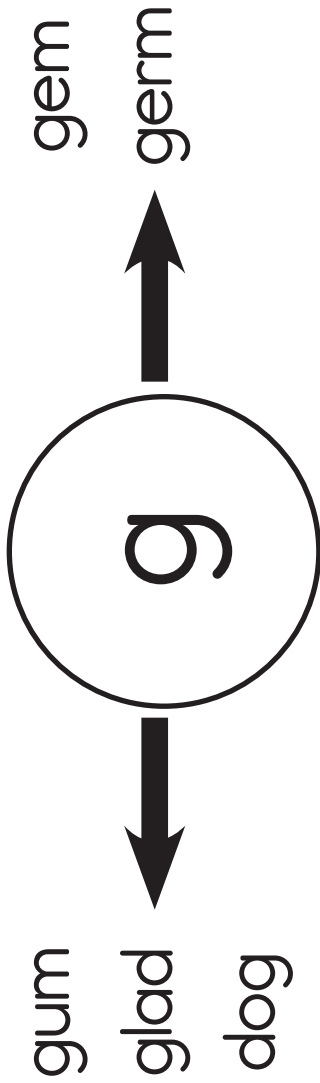


Directions: Have students color the boxes that contain words that have 'ed' sounded /t/ as in asked in one color and the boxes that contain words that have 'ed' sounded /d/ as in filled in another color.

sparked	hummed	<b>fetch</b> ed
grabbed	crawled	sniffed
<b>wron</b> ged	tricked	<b>wrap</b> ped
<b>hatch</b> ed	cooled	sobbed

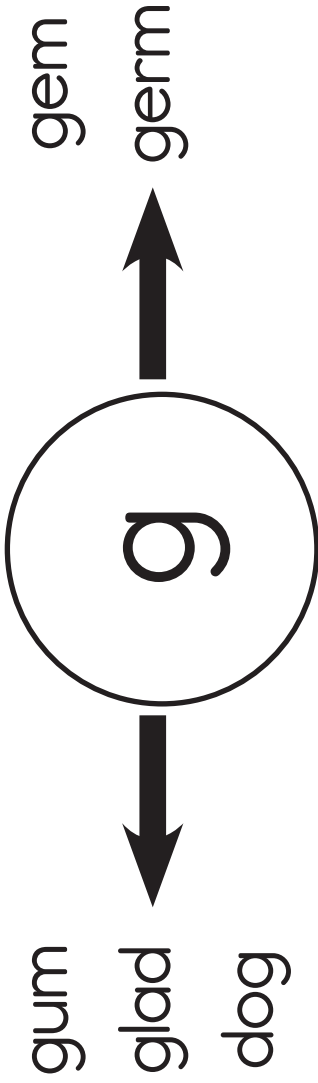


Sound out the words with the lines under them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? **Write** the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. The film had a tragic ending. It was so sad!		tragic
2. An ant is a bug.		
3. Mom made a batch of gin·ger snaps.		
4. We have a gas stove in our kitch·en.		
5. Who is your best pal? Rog·er is.		
6. She sent me a get·well card.		

Sound out the words with the lines un·der them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? **Write** the words in the correct space.



	/g/ as in got	/j/ as in gem
1. A stone that costs a lot is a gem.		gem
2. She gasped when she saw the snake.		
3. My arms are shorter than my legs.		
4. Scrub your hands to get rid of germs.		
5. A lot of plants are green.		
6. You can not bend wood. It is rigid.		



# The Hike



*Directions: Have students write two statements, two questions, and two exclamations based on the illustration.*

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Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My **wrist** bends.

My **wrist** bends.

2. The art-ist **carves**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The dogs **fetch**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Its **hooves** clop.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. His skin **itch**-es.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Marge **sings**.

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7. Men **charge**.

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8. Her **sleeve** rips.

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9. The man **stretch**es.

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10. Mom **writes**.

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*Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

10.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

Cut out the word cards.

<b>stretch</b>	<b>wring</b>	<b>charge</b>
<b>nerve</b>	<b>twelve</b>	<b>wrote</b>
<b>pitch</b>	<b>larg·est</b>	<b>barge</b>
<b>catch</b>	<b>bulge</b>	<b>solve</b>





Name \_\_\_\_\_

Match the word cards to the words on this page.

pitch	solve	wrote
bulge	larg·est	nerve
wring	stretch	barge
charge	catch	twelve



Mark the words that are said and **write** them on the lines.

1. **age**

page

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2. **pitch**

patch

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3. **twelve**

elves

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4. **write**

wrote

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5. **barge**

large

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6. **gem**

jam

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7. **kitch·en**

kitt·en

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8. **Marge**

merge

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9. **nerve**

nev·er

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10. **wring**

wrong

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Yes or no? **Write** *yes* or *no* on the lines.

1. Is **ketch**·up a game?

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2. Is **twelve** larg·er than nine?

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3. Is your **wrist** part of your leg?

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4. Do you sleep in the **kitch**·en?

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5. Do hors·es have hoov**es**?

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6. Do cats **hatch** out of eggs?

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7. Is a **germ** larg·er than a bug?

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8. Can a bird **catch** a bug?

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---



Write the words on the lines.

wrong

catcher

germs

large

ginger

Write the words on the lines.

wrong

catcher

germs

large

ginger



Write the words on the lines.

pitcher

\_\_\_\_\_

nerve

\_\_\_\_\_

merge

\_\_\_\_\_

sleeves

\_\_\_\_\_

wrap

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Write the words on the lines.

pitcher

nerve

merge

sleeves

wrap

Mark the words that are said.

1	star <b>ve</b> starv starf	2	larg large <b>e</b> larch
3	rist rrist <b>wrist</b>	4	cage <b>e</b> cag catch <b>h</b>
5	mach match <b>h</b> mash	6	swich switch <b>h</b> swig
7	rong rrong <b>wrong</b>	8	so <b>lf</b> so <b>lv</b> so <b>lve</b>



In the box are six words. **Write** them on the correct lines.

match·es	carve	ketch·up
gems	hooves	mag·ic



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Write the words on the correct lines.

1. mag·ic



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\_\_\_\_\_

2. kitch·en



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3. hatch



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4. larg·e



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5. twelv·e



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\_\_\_\_\_

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\_\_\_\_\_





Fill in the \_\_\_\_\_.

1. He \_\_\_\_\_ in to the pool.

2. We can \_\_\_\_\_ the problem.

3. The dog \_\_\_\_\_ the stick.

4. The beeping sound got on my  
\_\_\_\_\_  
\_\_\_\_\_.

5. \_\_\_\_\_ can make you sick.

6. Will you \_\_\_\_\_ me a letter?

7. What is on the next \_\_\_\_\_?

8. Who is the best \_\_\_\_\_?





## Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## We Are TV Stars

We drove back to Nan's cab·in and got there just in time to see our·sel·ves on TV.

The TV man said, "This is Rog·er Fletc·er. I'm standing here in the Bad·lands, where two chil·dren have found the bones of a T. rex."

Then Max and I saw our·sel·ves on TV.

"Woo-hoo!" I shout·ed. "We are TV stars!"

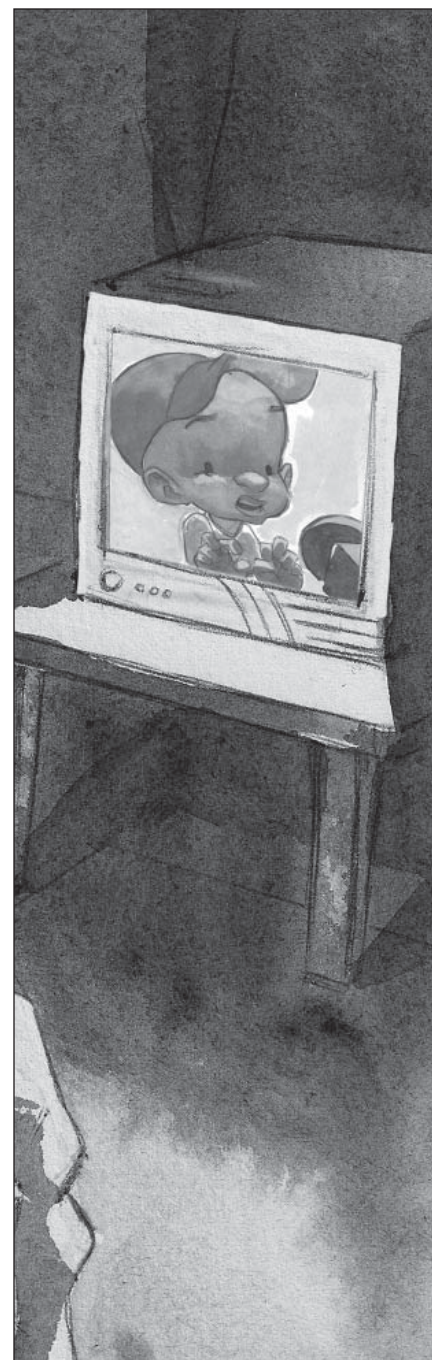
Then came the part where the TV man asked Max his name, and Max looked like he was scared of the mike.

"Max, you goof!" I said. "Why did you jump back like that?"

Max just shrugged.

Next the TV man asked me my name.

I said, "I'm Kate." Then I waved.



“Max,” said the TV man, “where did you spot the bone?”

Max said, “It was sticking out of the side of a cliff.”

“What did you use to dig it out?”

“We used our forks!” said Max.

Then we saw the close-up of Max and me with our forks.

“So there you have it!” said the TV man. “I’m **Rog·er Fletch·er** with a tale of two chil·dren, two forks, and one **large T. rex!**”





## Dear Family Member,

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Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Nan's Book

Max and I and the T. rex were on TV six times. I was glad when it came to an end. After you smile and wave a fork six times, it gets to be less fun.

One morning, Nan handed me a book and said, "Let's drive to the book shop."

"Nan," I said, "why do you need to get a book at the book shop when you have this one?"

"I just finished that one," Nan said, "I liked it a lot. And it just so happens that the man who **wrote** it will be at the book shop to day. I'd like to meet him."

In the car I looked at the book. It said "Dust Up, by Stan Bender."

"What sort of book is this?" I asked.

"It's a western," said Nan.



“What’s a west·ern?”

“It’s a book set out here in the West.”

“Is there an out·law in the book like Bart?”

“There’s an out·law,” said Nan, “but he’s not like Bart.”

“Why not?”

“He has bad mann·ers!” said Nan.

I looked at the last page and saw the page number: 305.

“Yikes!” I said. “This is a long book!”

“It is,” said Nan. “But it felt short to me be·cause I liked it so much. I was sad when I got to the end!”

I start·ed to look in·side the book, but just then Nan said, “Here we are!”







## Dear Family Member,

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Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Stan Bend'er, the man who **wrote** the books. He had a pen in his hand and a big smile on his lips.

"You'd smile too if your book were selling as well as his is!" Nan said.

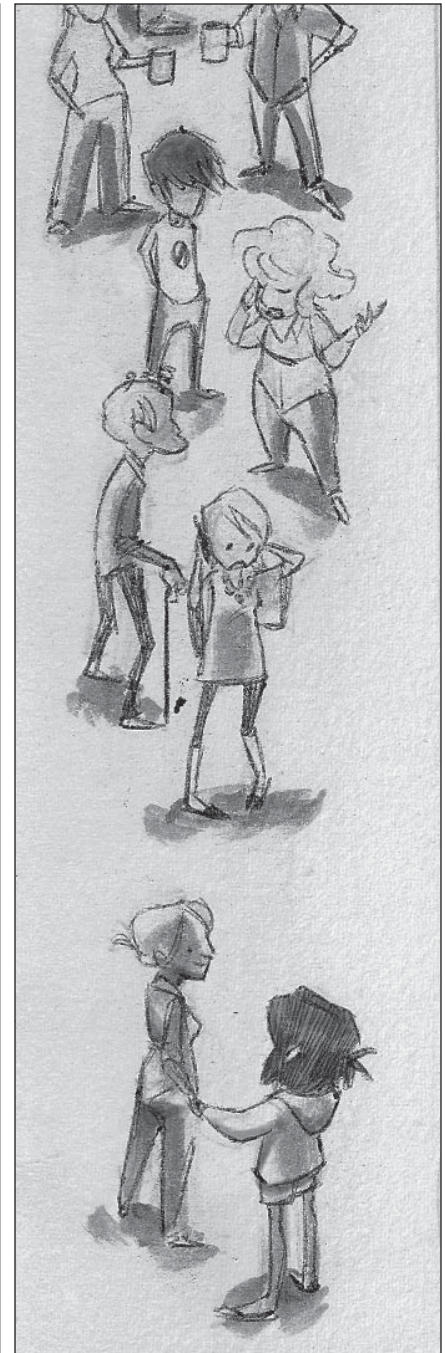
Nan and I went and stood in line to meet Stan Bend'er.

Nan shook hands with him and said, "I've got **twelve** of your books. This one was your best book yet!"

The man smiled and said, "That's sweet of you! I hope you will pick up my next one, too!"

"I will!" said Nan.

Then the man **wrote**, "Best wishes, Stan Bend'er," in Nan's book.



“Mister Bender,” I asked, “how hard was it to **w**rite that book?”

“Well,” he said, “this one was not all that hard. The last one I did was a lot harder.”

As we got back in the car, I said, “Nan, I’d like to **w**rite a book.”

“What sort of book would it be?” Nan asked.

“Well,” I said, “Max and I found the T. rex.”

“Yes, you did,” said Nan.

“And you and I found that coin.”

“Yes,” said Nan.

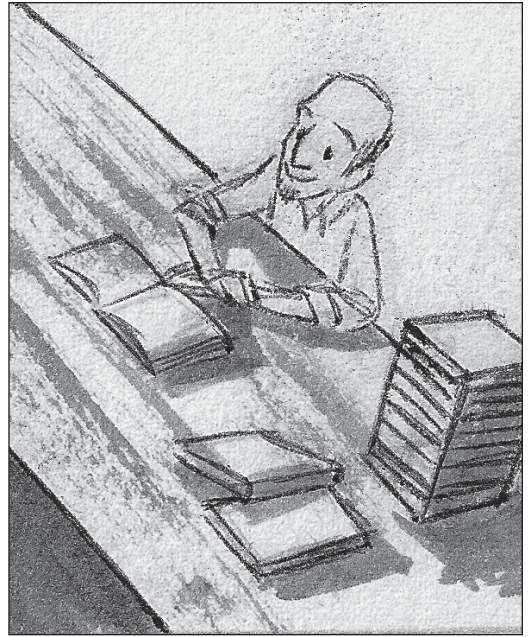
“And we are out here in the West.”

“Yes.”

“So it could be a bones and coins and western sort of book.”

“Why not?” said Nan. “If you **w**rite it, I will make the pictures.”

I said, “Shake on it!” Then we shook hands.







## Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## We Make a Book

When we got back to Nan's, I start·ed to **w**rite the book. I **w**rote down all of the cool stuff that happ·ened to me out West. The hard·est part was gett·ing start·ed. Once I got started, it went fast.

Nan helped me pick out good words. Some·times when you **w**rite, you have to **w**rite things two or three times to get all of the best words and get them in the best or·der.

Max helped me out, too. He said, "I can help you with spell·ing. I am the best spell·er in my class." Max looked at what I had **w**ritt·en and fixed a lot of spell·ing mis·takes that I had made.

When I had **w**ritt·en the words, Nan got out her brush and start·ed to make the art. It took her a long time. She sent the pic·tures to me three weeks af·ter I went home.



My dad took me and my book to a pal of his to see if he would pub·lish the book.

The man looked at it and said, “This is well-**w**ritt·en! Chil·dren out there will like this book. I’d like to print it!”

I was so glad, I shout·ed, “Yipp·ee!”

The man and his staff got the book all set to pub·lish. Then they sent it to a print·er.

I hope you liked the book.

If you’d like to **w**rite me a lett·er, you can send it to me at this add·ress:

Kate Skipper  
c/o Core Knowledge Foundation  
801 East High Street  
Charlottesville, Virginia 22902



# We Are TV Stars

1. Where were Kate and Max when they saw them·selves on TV?

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Page \_\_\_\_\_

2. What did the TV man ask Kate?

- Where did you spot the coin?
- What's your name?
- Where is your Nan?

Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*

3. What did the TV man ask Max?

Handwriting practice lines for question 3, consisting of four sets of solid top and bottom lines with a dashed midline.

Page \_\_\_\_\_

4. Have you ever seen yourself or a pal on TV?

Handwriting practice lines for question 4, consisting of four sets of solid top and bottom lines with a dashed midline.

# Nan's Book

1. What sort of book did Nan have?
- She had a pic·ture book.
  - She had a com·ic book.
  - She had a west·ern.

Page \_\_\_\_\_

2. How did Nan feel when she got to the end of the book?

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*Directions: Have students reread the story and answer the questions.*

3. Why did Nan take her book to the book shop?

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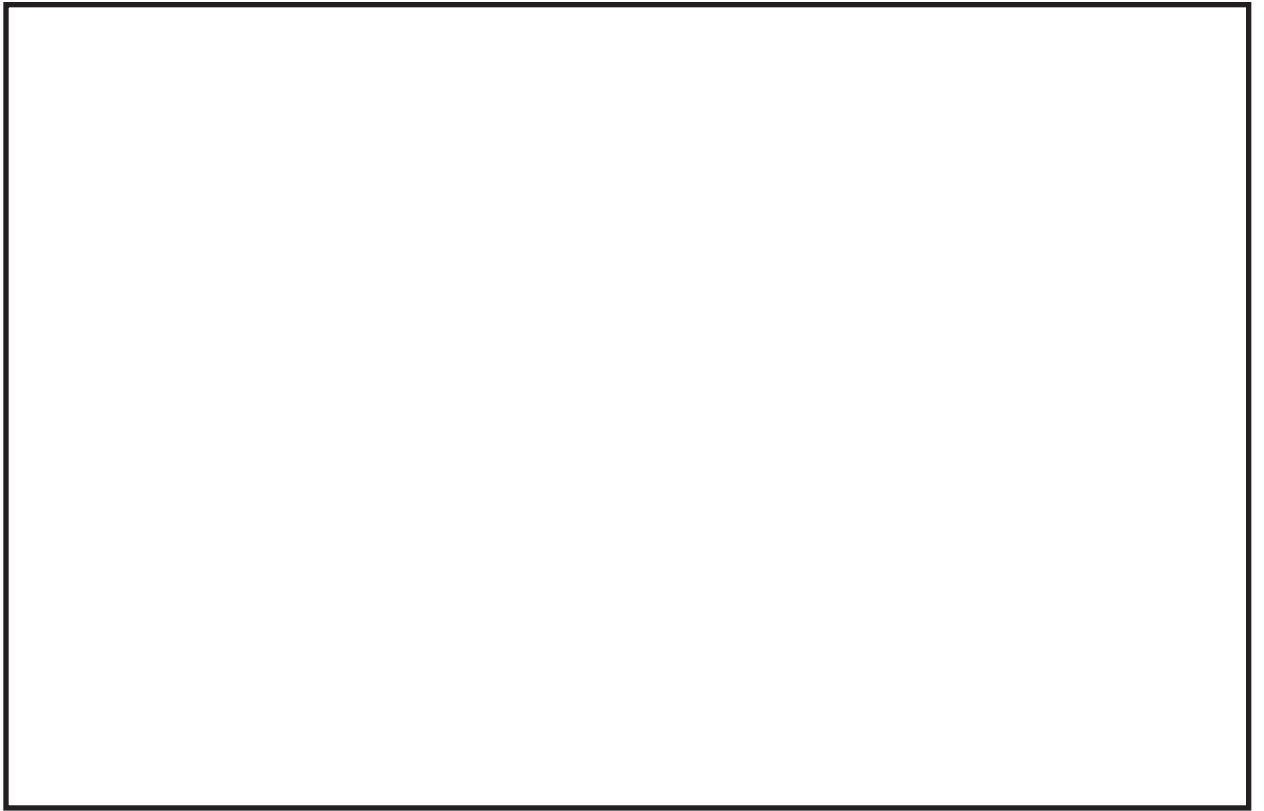
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*Directions: In the box, have students illustrate a part of the story and write a caption below.*

# The Book Shop

1. Who is Stan Bend·er?
- Stan Bend·er **writes** west·ern books.
  - Stan Bend·er is Nan's pal.
  - Stan Bend·er is a bone man.

Page \_\_\_\_\_

2. What did Kate ask Mis·ter Bend·er?

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Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*

3. What sort of book would Kate like to make?

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Page \_\_\_\_\_

4. Who will make the pic·tures for Kate's book?

- Kate will make the pic·tures.
- Stan will make the pic·tures.
- Nan will make the pic·tures.

Page \_\_\_\_\_



# We Make a Book

1. Who helped Kate with her spelling?

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Page \_\_\_\_\_

2. Who made the art for the book?

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Page \_\_\_\_\_

*Directions: Have students reread the story and answer the questions.*

3. Use the lines to **w**rite a lett-er to Kate.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. The page contains 11 full rows of these lines, followed by a partial row at the bottom right.

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# Unit 5

## Workbook

Skills Strand  
**GRADE 1**